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DETROIT PUBLIC SCHOOLS

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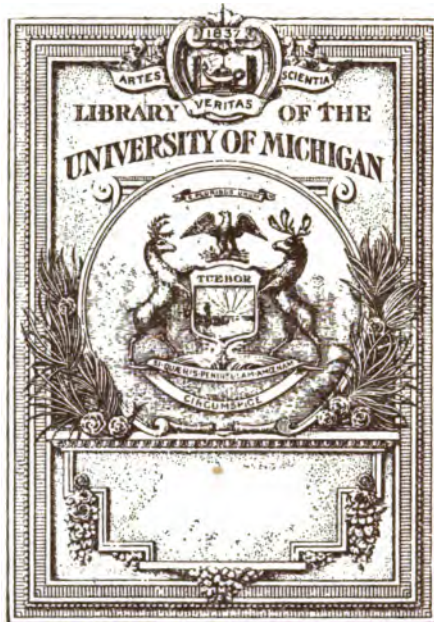
Children's Code of Morals

For the
Girls and Boys

WHO WILL determine by the characters they are now building day by day whether Detroit, the Dynamic, and Detroit, the Beautiful, shall some day be known throughout the world as much for the intelligence, happiness and nobility of its citizens, and for their pride in their city, their love of country, and their helpfulness to their fellow men as for its prosperity, its achievements, its will and power to do.



Published by the Authority of the
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City of Detroit
1922



THE GIFT OF
Mr. A. B. Moehlman

DETROIT PUBLIC SCHOOLS

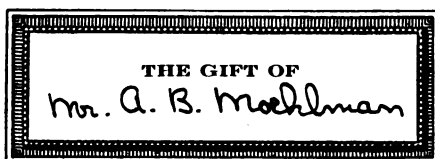
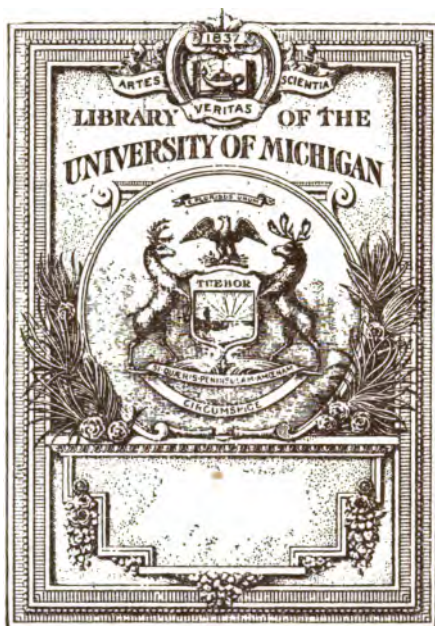
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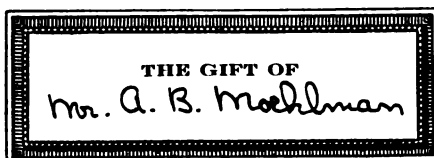
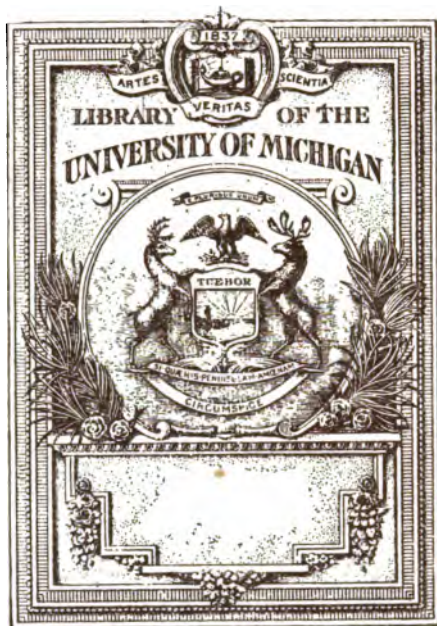
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ACKNOWLEDGMENTS

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In addition to the code, this pamphlet contains suggestions of suitable readings for children of the various grades illustrating the elements of the code. These reference readings are the work of the Department of Instruction. Credit should be given specially to the following supervisors:

Miss Oglesby, chairman,
Mr. McLain,
Miss Sufinsky,
Miss Cullen,
Miss Parker,
Miss Edna Goodrich.

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Mr. A. B. Moehlman

10-31-1923

CHILDREN'S CODE OF MORALS

3

September, 1922.

To Teachers:

Character building always has been the chief concern of the schools, and always will be. Yet because character is so complex, so delicate, so mysterious in its growth, no one has yet discovered a wholly satisfactory procedure for its development. In most American schools there is no formal course of study in morals and no time or work is specifically set aside for character education. It is left to the judgment of the teacher to determine what shall be said and done, and when.

Character arises from the play of personality upon personality. The wise teacher takes care to express in his daily life and ways all that he would have the children be. He waits upon occasion, and when the psychological moment arrives, tries to interpret the significant elements of critical situations. He makes good use of carefully selected incidents from the biographies of great men and well chosen passages from classic literature. The danger is that morals will be taught so pointedly and so methodically that the products will be naught but hypocrisy and cant.

This code of morals is not a course of study and is not to be treated as such. It is rather a reservoir of organized and useful statements of essential ideals.

It should serve to unify and organize our efforts, but not to formalize them. It should serve also as a handy guide of suitable material from which the teacher may draw as need arises.

My belief in the ability of the Detroit teachers leads me to hope that this code may prove a helpful aid in strengthening and unifying our character development activities and so contribute towards bringing about that better day which is the goal of all our labors.



Superintendent.

3-18-29 M.E.S.

METHOD

There are three ways in which instruction in morals may be presented: as ideas, as habits, and as purposes.

A teacher may talk, and the children may learn, about what is and is not moral behavior precisely as they may hear and learn about the length of the Mississippi River. Usually such instruction has little effect upon behavior. Abstract ideas have no motive power and it is quite possible for a child to be able to recite glibly about honesty without the knowledge affecting his daily living in the slightest. On the contrary, it often happens that moral instruction operates to make the children immune to the real moral influences when they arise. It is for this reason that morals as a course of study is not found in the curriculum. No teacher should "teach" morals explicitly as subject matter nor use this code as something to be "learned" by the children.

The second method of presenting moral instruction to children is by means of habit formation. The child who is required by a courteous teacher to behave always in a courteous manner is sure to acquire the habit of courtesy in school. Unfortunately, however, a mere habit is likely to be narrow and specific. There is nothing to prevent the child who under compulsion acquires the habit of behaving courteously in the classroom from having also the habit of behaving very discourteously upon the playground or in his home. Moreover, the habits which can be built up in classroom situations are few in number. Nevertheless insistence upon correct behavior during school hours and the gradual formation of habits of correct behavior modeled on the consistent example of a teacher have always been and will continue to be, great influences for good.

The most effective form of moral instruction is that which results in the formation of a purpose to adopt a given habit as a consistent policy of behavior on all occasions and in all situations. Once such a purpose is formed, the child himself looks for new situations to which the policy will apply and day by day as his habits widen and strengthen, they contribute to the building up of character and personality, the ultimate end or goal of all true education.

Moral purposes are formed whenever an individual sees that a given course of behavior will yield desirable results. As a rule they are generalizations from past experience. The common mistake in moral instruction is to impose virtue as an abstract ideal, as an end in itself, without reference to the situations which give the virtue meaning. For instance, honesty as a virtue makes very little appeal to children, but the child who has lost a valued possession through theft is ready to appreciate honesty as a policy approved by society because it secures to each individual his own possessions. In moral instruction, the skill of the teacher consists in seizing upon the incidents and happenings of daily life whose consideration and interpretation will lead a child "to see" a given course of action as desirable because it results in immediate and objective benefit *to him*.

Therefore, it is not possible to plan for regular work or to lay out a series of lessons. The teacher must await occasions and deal with situations as they arise. There are, however, a few types of actions she should not neglect to take.

For instance, it is a teacher's duty to herself to exemplify and to demand of her charges consistent moral behavior. The code serves to define such behavior.

Note the analysis presented herewith:

Personal Development	Social Relationships	Methods of Work
<i>Health</i>	<i>Reliability</i>	<i>Team Work</i>
<i>Control</i>	<i>Kindness</i>	<i>Clean Play</i>
<i>Self Reliance</i>	<i>Duty</i>	<i>Workmanship</i>
<i>Loyalty</i>		

Four refer to qualities of character or being, three define proper behavior in relations with others, three describe the ways in which an individual should do his work. These ten qualities might well be considered in turn, say one each month, until the separate words or slogans become full of meaning.

A second duty of the teacher is to present to her class stimulating material of every type which expresses society's approval of correct behavior. The desire to qualify, "as an American citizen," "as a gentleman," "as a successful business man," etc., is a powerful incentive to right conduct. Especially at times of national holidays or the birthday of national heroes is it possible to build a social halo around the desirable virtues. An important part of a teacher's work

is to transmit the conventional standards of virtue to the on-coming generation and to aid them in learning to apply such standards in judging the worth of the incidents of daily life. No small part of the influence of such transmission will come from the degree to which the teacher's own awards and punishments are made in terms of the ideals she sets up.

The danger in moral instruction is that the teacher shall preach instead of interpret. It is very difficult to know just how much to say on a given occasion, or what kind of statements will be welcomed by the children and what kind rejected. In general, it is better to say too little than too much, and to point a moral by indirection rather than by open statement.

However, no systematic and planned effort on the part of the teacher will equal in effectiveness the few well chosen words of interpretation spoken at the psychological moment. The best work in character building will be done by the teacher who knows her children best, who enters most completely into their hopes and fears, their joys and sorrows, and who is able to direct their thinking into those channels which lead to the formation of worthy and lasting purposes.

It cannot be too much emphasized that to be of greatest value each child must make his moral generalizations for himself. For this reason it is often better to refer the children to some story or literary masterpiece and let them gather morals for themselves. The selections given under each element of the code have been chosen with this thought in mind and should prove of great assistance to teachers. The Department will welcome suggestions for additional references, and particularly accounts of occasions and ways in which they were used successfully.

S. A. COURTIS.

Director of Instruction, Teacher
Training and Educational Research.

CHILDREN'S CODE OF MORALS

For Elementary Schools

I. The Law of Health

The welfare of our country depends upon those who try to be physically fit for their daily work. Therefore:

1. I will keep my clothes, my body and my mind clean.
2. I will avoid those habits which would harm me, and will make and never break those habits which will help me.
3. I will try to take such food, sleep and exercise as will keep me in perfect health.

Notable Examples

Name	Reference and Author	Grades
Theodore Roosevelt ...	"Theo. Roosevelt, the Boy and the Man," Chap. II.—James Morgan.....	7-8
Edward Trudeau	"Autobiography"—Trudeau	T. Ref.
	"Heroes of Today"—Parkman.....	7-8
	"The Be'oved Physician"—Chalmers.....	T. Ref.
Pasteur	"More Than Conquerors"—Ariadne Gilbert.....	7-8
Florence Nightingale ..	"Biography of"—L. E. Richards.....	6-8
Robert Louis Steven- son	"More Than Conquerors"—Ariadne Gilbert..... "Life of R. L. S."—J. M. Overton.....	7-8 6-7

Readings

Title and Author	Type of Material	Grades
"A Child's Book of the Teeth".....		4
"Book of Games"—Bancroft.....	Games	T. Ref.
"Carl and the Earth Worms" (Stories for Kdgn. and Primary Schools).....	Story	Kdgn. 2
"Child Health Alphabet"—Mrs. Frederick Peterson....	Rhymes	*Kdgn. 2
"Cho-Cho and the Health Fairy"—Eleanor G. Griffith..	Story	3-4
"Coming of the King" (Golden Windows)—Laura Richards	Story	*2-4
"Dust Under the Rugs" (Mother Stories)—Maud Lindsay	Story	3-4
"Education by Plays and Games"—George E. Johnson..		T. Ref.
"Fulfilled" (How to Tell Stories to Children)—Sara Cone Bryant.....	Story	3-4
"Good and Bad Children" (Child's Garden of Verses)—R. L. Stevenson.....	Poem	*Kdgn. 1
"Goops"—Burgess	Rhymes	*Kdgn. 1
"Health and Cleanliness"—O'Shea and Kellogg.....	Informational	5-8
"Health by Stunts"—Pearl and Brown.....	Informational	5-6-7
"Health Habits"—O'Shea and Kellogg.....	Informational	5-8
"Health Plays for Children"—Child Health Organization of America.....	Dramatizations	2-3
"Health Reader"—Wiley	Informational	6-8
"Healthy Living I, II"—Winslow.....	Informational	5-8
"How Cedric Became a Knight" (For the Children's Hour—Bailey and Lewis.....	Story	4-5
"Jack O'Health and Peg O'Joy"—Beatrice S. Herben, M. D.....	Story & Rhymes	2-3
"Jack, the Young Ranchman"—G. B. Grinnell.....	Story	6-8
"Keep Well Stories for Little Folks"—May F. Jones...	Story & Rhyme	3-4
"Making the Most of Life"—O'Shea and Kellogg.....	Informational	8-9
"Metropolitan Mother Goose"—Elizabeth C. Watson...	Rhymes	1-2
"More Goops"—Burgess	Rhymes	*Kdgn. 1
"One Hundred Fifty Gymnastic Games"—Members of Alumni of Boston Normal School of Gymnastics..	Games	T. Ref.
"Clean Peter and the Children of Grubbylea".....	Rhymes	*Kdgn. 1
"Physiology and Hygiene I, II"—Emerson & Betts....	Informational	5-8
"Big Brother" (How to Tell Stories to Children)—Bryant	Story	*1-3
"Rosy Cheeks and Strong Heart"—Andress.....	Story	3-4
"Soap Making at the Howlands" (Everyday Life in the Colonies)—G. L. Stone and Pickett.....	Informational	3-5
"The Body in Health"—O'Shea and Kellogg.....	Informational	5-8
"The Child Who Forgot to Wash" (Story Telling Time)—C. S. Bailey.....	Story	*1-3
"Water Babies"—Kingsley	Story	3-4
(See selection in "For the Children's Hour")—Bailey & Lewis.....	Story	

II. The Law of Self-Control

Those who best control themselves can best serve their country.

1. I will control my tongue, and will not allow it to speak mean, vulgar or profane words.

2. I will control my temper, and will not get angry when people or things displease me.

3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.

Notable Examples

Name	Reference and Author	Grades
Abraham Lincoln	"More Than Conquerors"—Ariadne Gilbert.....	7-8
	"Heroes Every Child Should Know"—H. W. Mabie ..	6-8
Agassiz ..	"More Than Conquerors"—Ariadne Gilbert.....	7-8
Sir Walter Scott	"More Than Conquerors"—Ariadne Gilbert.....	7-8
Daniel Boone	"Makers of the Nation"—F. E. Coe.....	5-6

Readings

Title and Author	Type of Material	Grades
"Courtship of Miles Standish"—Longfellow.....	Poem	6-7
"Diamonds and Toads"—Grimm.....	Story	3-4
"First Reader," p. 87—Howe.....	Story	*Kdgn. 1
"If"—Kipling	Poem	7-8
"Pandora" (Reading Literature, Fourth Reader)— Hawthorne	Story	4-5
"Raggylug" (How to Tell Stories to Children)— S. C. Bryant	Story	*Kdgn. 1
"Robert Bruce and the Spider" (Fifty Famous Stories)—Baldwin	Story	3-4
"Rules of Conduct" (Wheeler Seventh Reader)— Washington		7-8
"Snap Dragon"—Juliana Ewing.....	Story	6-8
"The Boy Who Cried 'Wolf'" (Stories to Tell Chil- dren)—S. C. Bryant.....	Story	1-3
"The Children's Song" (Kipling Reader, Elemen- tary)—Kipling	Poem	5-6
"The Leap of Roushan Beg"—Longfellow.....	Poem	5-6

III. The Law of Self-Reliance

The good American is self-reliant. Self-conceit is silly, but self-reliance is necessary to boys and girls who would be strong and useful.

1. I will gladly listen to the advice of older and wiser people; I will reverence the wishes of those who love and care for me, and who know life and me better than I; but I will learn to think for myself, choose for myself, act for myself.

2. I will not be afraid of being laughed at. I will not be afraid of doing right when the crowd does wrong. Fear never made a good American.

Notable Examples

Name	Reference and Author	Grades
Galileo	"Thirty More Famous Stories"—Baldwin	4-6
Christopher Columbus	"Founders of Our Country"—F. E. Coe	4-6
	"Old World Hero Stories"—E. M. Tappan	6-8
Robert Peary	"Light Bringers"—M. H. B. Wade	6-8
Robert Fulton	"Great Inventors and Their Inventions"— Bachman	5-7
Helen Keller	"A Story of My Life"—Keller	6-8
	"Life of Horace Mann" (Fifth Reader)	5-6
Abraham Lincoln	"Stories of Later American History"—Gordy	6-8
	"Our Patriots"—Gordy	5-6
Madam Curie	"Heroines of Service"—Mary R. Parkman	6-8
Wilfred Grenfell	"Adrift on An Ice Pan"—Grenfell	8-9
Theodore Roosevelt	"Boy's Life of Roosevelt"—Hagedorn	8-9
Samuel Pierpont Langley	"Heroes of Today"—Parkman	8-9

Readings

Title and Author	Type of Material	Grades
"Columbus"—J. Miller (Elson Eighth Reader).....	Poem	7-8
"Joan of Arc"—Andrew Lang.....	Story	6-8
"Lark and Her Young Ones"—Boston Collection of Kdgn. Stories	Story	Kdgn. 2
"Our Heroes"—Cary	Poem	
"Pilgrim Story" (The Story Hour)—Kate Doug- las Wiggins	Story	3-4
"Robinson Crusoe"—Defoe	Story	3-4
"Swiss Family Robinson"—J. D. Wyss.....	Story	4-6
"Tom Brown's School Days"—Hughes.....	Story	7-8
"Understood Betsy"—Dorothy Canfield.....	Story	7-9

IV. The Law of Reliability

The good American is reliable. Our country grows great and good as her citizens are able more fully to trust each other. Therefore:

1. I will be honest, in word and in act. I will not lie, sneak, or pretend, nor will I keep the truth from those who have a right to it.

2. I will not do wrong in the hope of not being found out. I cannot hide the truth from myself and cannot often hide it from others.

3. I will not take without permission what does not belong to me.

4. I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistake, and I will try to make good any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

Notable Examples

Name	Reference and Author	Grades
Abraham Lincoln	"Horace Mann," Fifth Reader—Hervey and Hix..	5-6
	"Chadsey-Spain," Eighth Reader—Chadsey-	
	Spain	8-9
Sir Walter Scott	"More Than Conquerors"—Ariadne Gilbert	7-8
William Penn	"Stories of Early American History"—Gordy	7-8
Benjamin Franklin	"Makers of the Nation"—F. E. Coe	5-6

Readings

Title and Author	Type of Material	Grades
"Abraham Lincoln" (More Than Conquerors)—Gilbert.	Biography	7-8
"Ali Coggia"—Bolenius Fourth Reader.....	Dramatization	4-5
"A Message to Garcia" (Lewis and Rowland Eighth Reader)—Hubbard	Story	8
"Conductor Bradley"—Whittier	Poem	*5-6
"Honest Woodcutter" (In the Child's World)— Emily Poulsson	Story	*1-3
"How Cedric Became a Knight" (Stepping Stones to Literature V.)—S. L. Arnold.....	Story	4-5
"How They Brought the Good News From Aix to Ghent"—Browning	Poem	6-8
"Incident of the French Camp"—Browning.....	Poem	7-8
"James Oglethorpe" (Stories of Early American History)—Gordy	Biography	7-8
"John Winthrop" (Founders of Our Country)—Coe....	Biography	7-8
"Song of the Chattahoochee" (Bolenius Sixth Reader)—Lanier	Poem	*6-7
"Song Sparrow" (Bolenius Fifth Reader)—Van Dyke..	Poem	4-5
"The Hot Post Office" (Horace Mann Third Read- er)—Hervey & Hix.....	Story	3-4
"The Necklace" (Children's Classics V.)—De Ma.....	Story	5-6
"Whole Duty of Children"—Stevenson.....	Poem	Kdg. 2

V. The Law of Clean Play

The good American Plays Fair. Clean play increases and trains one's strength, and helps one to be more useful to one's country. Therefore:

1. I will not cheat, nor will I play for keeps. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.
2. I will treat my opponent with courtesy.
3. If I play in a group game, I will play, not for my own glory, but for the success of my team and the fun of the game.
4. I will be a good loser or a generous winner.

Notable Examples

Name	Reference and Author	Grades
Roosevelt	"Boys' Life of Roosevelt"—Hagedorn.....	8
Robert E. Lee	"Builders of Our Country," Vol. II.—Southworth	6-7
	"Heroes Every Child Should Know"—	
	H. W. Mabie	7-8
U. S. Grant	"True Story of Grant"—Brooks.....	6-8
John Wanamaker	"Modern Americans"—Sanford & Owen.....	6-8

Readings

Title and Author	Type of Material	Grades
"American Boy at Henley"—F. E. Channon.....	Story	7-8
"Archer and the Prophet"—E. A. Brown.....	Story	6-8
"Arnold's Little Brother"—E. A. Brown.....	Story	6-8
"Bartley, Freshman Pitcher"—Wm. Heyliger.....	Story	6-8
"Baby Elton, Quarterback"—L. W. Quirk.....	Story	6-8
"Book of Athletics"—P. Withington.....	Information	6-8
"Boyhood in Norway" (Battle of the Rafts)— H. H. Boyesen	Story	6-8
"Boys of St. Timothy's"—A. S. Pier.....	Story	7-8
"Captain of the Eleven"—A. A. Knipe.....	Story	6-8
"Catcher Craig"—C. Matthewson.....	Story	7-8
"College Years"—R. D. Paine.....	Story	8-10
"Crimson Sweater"—R. H. Barbour.....	Story	6-8
"Elliott Gray, Jr."—Colton Maynard.....	Story	7-8
"Following the Ball"—A. T. Dudley.....	Story	6-7
"For the Honor of the School"—R. H. Barbour.....	Story	6-8
"Freshman Dorn, Pitcher"—L. W. Quirk.....	Story	6-8
"Godfrey Marten, Schoolboy"—Chas. Turley.....	Story	6-7
"Half-Back,"—R. H. Barbour	Story	6-8
"Harding at St. Timothy's"—A. S. Pier.....	Story	7-8
"Head Coach"—R. D. Paine.....	Story	8-10
"High Benton"—Wm. Heyliger.....	Story	6-8
"High Benton, Worker"—Wm. Heyliger.....	Story	6-8
"Maitland, Major and Minor"—Chas. Turley.....	Story	6-7
"On the School Team"—J. P. Earl.....	Story	6-8
"Pitcher Pollock"—C. Matthewson.....	Story	7-8
"Pitching in a Pinch"—C. Matthewson.....	Story	7-8
"Red Thread of Courage" (How to Tell Stories to Children)—Bryant	Story	5-6
"Robin Hood and Little John" (Horace Mann Fourth Reader)—Howard Pyle.....	Story	3-5
"Stories for Boys"—R. H. Davis.....	Story	6-7
"The Hill"—V. A. Vachell.....	Story	7-8
"Tom Brown's School Days"—Thos. Hughes.....	Story	6-8
"Watty and Co."—E. H. Putnam.....	Story	6-8
"Weatherby's Inning"—R. H. Barbour.....	Story	6-8
"Williams of West Point"—H. S. Johnson.....	Story	6-8

VI. The Law of Duty

The good American does his duty. The shirker or the willing idler lives upon the labor of others, burdens others with the work which he ought to do himself. He harms his fellow-citizens, and so harms his country.

I will try to find out what my duty is, what I ought to do, and my duty I will do, whether it is easy or hard. What I ought to do I can do.

Notable Examples

Name	Reference and Author	Grades
Jeanne D'Arc	"The Story of Joan of Arc"—Andrew Lang.....	7-8
Clara Barton	"American Book of Golden Deeds" (Heroines of Service)—M. R. Parkman.....	6-8
Edith Cavell	"Modern Europeans"—Sanford & Owen.....	6-8
Grace Darling	"Fifty Famous Stories Retold"—Baldwin.....	5-6
Florence Nightingale ..	"Florence Nightingale"—Laura E. Richards.....	6-8
Abraham Lincoln	"Horace Mann" (Fifth Reader)—Hervey & Hix.	5-6

Readings

Title and Author	Type of Material	Grades
"Abraham Davenport"—Whittier	Poem	7-8
"Adventures of Billy Topsail," Chap. 16-17—Nor- man Duncan	Story	5-8
"Bernard Palissy" (Children's Classics in Dra- matic Form)—A. Stevenson.....	Dramatization	6-7
"Betty Bide at Home"—B. M. Dix.....	Story	6-8
"Burning of the Rice Fields" (How to Tell Stories to Children)—S. C. Bryant.....	Story	*3-5
"Daffydowndilly"—Hawthorne	Story	5-6
"Fighting a Fire"—C. T. Hill.....	Story	5-7
"Griffin and the Minor Canon" (Fanciful Tales)— F. R. Stockton.....	Story	5-6
"Jacqueline of the Carrier Pigeons"—A. H. Seaman....	Story	6-8
"Keeping the Bridge" (History Stories of Other Lands), Book I.—Arthur Guy Terry.....	Story	4-5
"Knight of the Silver Shield" (Dramatic Stories)— Skinner	Story	3-5
"Little Jarvis"—M. E. Seawell.....	Story	4-6
"Maggie McLanehan"—Zollinger	Story	5-7
"Ode to Duty"—W. Wordsworth.....	Poem	6-8
"Old Pipes and the Dryad" (Fanciful Tales)— Stockton	Poem	5-6
"Story of Beowulf"—Richard Wyche.....	Story	5-6
"Story of Sir Gareth" (Some Great Stories and How to Tell Them)—Richard Wyche.....	Story	5-6
"The Brownies"—Julianna Ewing.....	Story	*3-4
"The Little Cook" (Elson II.)—Elson.....	Story	2-3
"The Little Hero of Haarlem" (How to Tell Stories to Children)—S. C. Bryant.....	Story	4-5
"The Two Spies, Nathan Hale and John Andre"— B. J. Lossing.....	Story	7-9
"Tree in the City" (Golden Windows)—Laura Richards	Story	*3-4
"When Sarah Saved the Day"—E. Singmaster.....	Story	5-7
"Which Loves Best" (Elson III.)—Elson.....	Poem	3-4
"Whole Duty of Children" (Child's Garden of Verses)—R. L. Stevenson.....	Poem	*Kdgn. 2
"Why the Chimes Rang"—McAlden.....	Story	4-7
"Work"—Henry Van Dyke.....	Poem	5-6

VII. The Law of Good Workmanship

The good American tries to do the right thing in the right way. The welfare of our country depends upon those who have learned to do in the right way the things that ought to be done. Therefore:

1. I will get the best possible education and learn all that I can from those who have learned to do the right thing in the right way.

2. I will take an interest in my work, and will not be satisfied with slipshod and merely passable work. A wheel or a rail carelessly made may cause the death of hundreds.

3. I will try to do the right thing in the right way even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward. Envy spoils the work and the worker.

Notable Examples

Name	Reference and Author	Grades
Booker T. Washington.	"Up from Slavery"—B. T. Washington.....	7-8
	"For the Children's Hour," Vol. III.—Bailey.....	4-5
Thomas Edison	"Boy's Life of Edison"—W. H. Meadowcroft....	6-8
Abraham Lincoln	"Boyhood of Lincoln" (Chadsey-Spain Sixth Reader)—Chadsey-Spain	6-7
	"Boy's Life of Lincoln"—Nicholay.....	7-8
Florence Nightingale ...	"Biography of"—L. E. Richards.....	7-8
Col. G. W. Goethals	"Heroes of Today"—M. R. Parkman.....	7-8
Louis Agassiz	"More Than Conquerors"—A. Gilbert.....	7-8
James Watt	"Great Inventors and Their Inventions"—Bachman	5-7

Readings

Title and Author	Type of Material	Grades
"Antonio Canova" (Fifty Famous Stories)—Baldwin...	Story	5-6
"Building of the Ship"—Longfellow.....	Poem	6-7
"Charlotte and the Ten Dwarfs" (Kdg. Stories and Morning Talks)—Wiltse	Story	*1-2
"Deacon's Masterpiece"—O. W. Holmes.....	Poem	7-8
"Donkey John of Toy Valley"—M. W. Morley.....	Story	4-5
"Gabriel and the Hour Book"—Evaileen Stein.....	Story	4-6
"Galileo and the Lamps" (Thirty More Famous Stories)—Baldwin	Story	4-6
"Giant Energy and Fairy Skill" (Mother Stories) —Maud Lindsay	Story	3-4
"Hirve Riel"—Browning	Story	7-8
"Jacapo, the Little Dyer" (Boyhood Stories of Famous Men)—K. D. Cather.....	Story	6-8
"James Watt and the Tea Kettle" (Thirty More Famous Stories Retold)—Baldwin.....	Story	5-6
"Little Brown Hands" (Elson Fourth Reader)—M. H. Krout.....	Poem	3-4
"Little Ship Carver" (Oral English)—Beverley.....	Story	5-6
"Mother Holle Stories" (Stories and Story Telling)—Angela Keyes	Story	*1-2
"Old Jan's Twilight Tale" (Boyhood Stories of Famous Men)—K. D. Cather.....	Story	5-7
"Boyhood of Michael Angelo" (Stories of the Middle Ages Retold from St. Nicholas)—A. Black...	Story	6-8
"Story of Printing" (History Stories of Other Lands, I.)—Arthur Guy Terry.....	Story	4-5
"Story of Titian" (Boyhood Stories of Famous Men)—K. D. Cather.....	Story	5-7
"The Artist's Secret" (Wheeler Eighth Reader)—Olive Schreiner	Story	8
"The Border Wonderful," "The Boy of Cadore" (Boyhood Stories of Famous Men)—K. D. Cather...	Story	6-8
"The Boy Who Was a Wizard" (For the Children's Hour), Book III.—C. S. Bailey.....	Story	4-5
"The Builders"—Longfellow	Poem	6-8
"The Crow That Thought It Knew" (Eastern Stories and Legends)—M. L. Shedlock.....	Story	3-4
"The Doers"—W. J. Hopkins.....	Story	1-2
"The Hill" (Golden Windows)—L. E. Richards.....	Story	1-2
"The Light of Guido's Lamp" (Boyhood Stories of Famous Men)—Cather	Story	6-8
"The Little Cook," Elson Primary Reader, Book II.—Elson	Story	2-3
"The Fable of the Wish" (A Child's Book of Modern Stories)—Skinner	Story	*1-3

"The Magic Touch" (More Than Conquerors)—		
Ariadne Gilbert	Biography	7-8
"The Miller of the Dee" (Approved Selections,		
Third Year)—Chas. Mackay.....	Poem	5-6
"The Orator" (Demosthenes) (Children's Plutarch)		
—F. J. Goud.....	Story	6-8
"The Owl Critic" (Approved Selections, Fifth		
Year)—J. F. Fields.....	Poem	5-6
"The Whittler of Cremona" (Boyhood Stories of		
Famous Men)—Cather	Story	5-7
"Three Little Pigs" (How to Tell Stories to Chil-		
dren)—S. C. Bryant.....	Story	*Kdgn. 1
"Tubal Cain"—Chas. Mackay.....	Poem	4-5
"Village Blacksmith"—Longfellow	Poem	3-4
"Work—A Song of Triumph"—Angelo Morgan.....	Poem	5-6

VIII. The Law of Team-Work

The good American works in friendly co-operation with his fellow workers. One man alone could not build a city or a great railroad. One man alone would find it hard to build a house or a bridge. That I may have bread, men have sowed and reaped, men have made plows and threshers, men have built mills and mined coal, men have made stoves and kept stores. As we learn better how to work together, the welfare of our country is advanced.

1. In whatever work I do with others, I will do my part and will help others do their part.

2. I will keep in order the things I use in my work. When things are out of place, they are often in the way, and sometimes they are hard to find. Disorder means confusion, and the waste of time and patience.

3. In all my work with others, I will be cheerful. Cheerlessness depresses all the workers and injures all the work.

4. When I have received money for my work, I will neither be a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

Notable Examples

Name	Reference and Author	Grades
Capt. R. F. Scott	"Heroes of Today"—Parkman.....	7-8
Herbert Hoover	"Heroes of Today"—Parkman.....	7-8
Chas. Lamb	"More Than Conquerors"—A. Gilbert.....	7-8

Readings

Title and Author	Type of Material	Grad
"Adventures of Little Peachling" (The Children's Hour)—Eva M. Tappan.....	Story	*2-3
"Billy Bobtail" (Storyland in Play).....	Story	1-2
"Bird's Christmas Carol"—K. D. Wiggin.....	Story	5-7
"Captains Courageous"—Rudyard Kipling.....	Story	6-8
"Christmas Dinner at the Cratchits"—Dickens.....	Story	7-8
"Don Strong of the Wolf Patrol"—Wm. Heyliger.....	Story	6-8
"Elves and the Shoemaker" (The Children's Book) —Scudder	Story	*1-2
"Four Gordons"—E. A. Brown.....	Story	7-8
"Goats in the Turnip Field" (Storyland in Play).....	Story	1-2
"Hans Brinker"—M. M. Dodge.....	Story	7-8
"How the Home Was Built" (For the Children's Hour)—Carolyn S. Bailey.....	Story	*Kdgn. 2
"How the Rooster Built a House of His Own" (Stories and Story Telling)—Angela Keyes.....	Story	*1-2
"Life of the Bee"—Maeterlinck.....	Informational	5-8
"Luck of the Dudley Grahams"—A. C. Haines.....	Story	5-7
"Marty Lends a Hand"—H. S. Latham.....	Story	6-8
"Pelham and His Friend Tim"—Allen French.....	Story	6-7
"Polly Oliver's Problem"—K. D. Wiggin.....	Story	6-8
"Sandy's Pal"—Gardner Hunting.....	Story	6-8
"Shingebiss" (Dramatic Stories)—Skinner.....	Story	*1-2
"The Ship That Found Herself" (Kipling Upper Grade Reader)—Rudyard Kipling.....	Story	7-8
"The Discontented Pendulum" (Jane Taylor in the Child's World)—E. Poulsson.....	Story	*3-4
"The Fan-tail Pigeon" (In the Child's World)—Poulsson	Story	*3-4
"The Hill" (Golden Windows)—L. Richards.....	Story	1-2
"The Little Grey House"—M. A. Taggart.....	Story	6-7
"The Little Red Hen" (Storyland in Play)—Rand, McNally	Story	*Kdgn. 2
"The Thrifty Squirrel" (In the Child's World)—Poulsson	Story	*Kdgn. 2
"The Whimper Whinies" (Stories to Tell the Littlest Ones)—S. C. Bryant.....	Story	*Kdgn. 1
"Under Boy Scout Colors"—J. B. Ames.....	Story	6-8
"Widow O'Callaghan's Boys"—G. Zollinger.....	Story	5-7
"Why the Bear Sleeps All Winter" (Stories and Story Telling)—Angela Keyes.....	Story	*1-2

IX. The Law of Kindness

The good American is kind. In America those who are of different races, colors and conditions must live together. We are of many different sorts, but we are one great people. Every unkindness hurts the common life, every kindness helps the common life. Therefore:

1. I will be kind in all my thoughts. I will bear no spites or grudges. I will not think myself above any other girl or boy just because I am of a different race or color or condition. I will never dispise anybody.

2. I will be kind in all my speech. I will not gossip nor will I speak unkindly of anyone. Words may wound or heal.

3. I will be kind in all my acts. I will not selfishly insist on having my own way. I will always be polite. Rude people are not good Americans. I will not trouble unnecessarily those who do work for me. I will do my best to prevent cruelty, and will give my best help to those who need it most.

Notable Examples

Name	Reference and Author	Grades
Wilfred T. Grenfell.....	"Heroes of Today"—Parkman.....	7-8
Phillips Brooks.....	"More Than Conquerors"—A. Gilbert.....	7-8
Jane Addams.....	"Heroines of Service"—Parkman.....	7-8
	"Wonder Workers"—M. H. B. Wade.....	7-8
St. Francis of Assisi.....	"God's Troubadour"—S. Jewett.....	7-8
Maud B. Booth.....	"Modern Americans"—Sanford & Owen.....	6-8
Clara Barton.....	"Heroines of Service"—Parkman.....	5-7
.....	"Stories of Great Americans for Little Americans"—Eggleston	3-4
.....	"More Than Conquerors"—A. Gilbert.....	7-8
.....	"More Than Conquerors"—A. Gilbert.....	7-8
.....	"Europeans"—Sanford & Owen.....	6-8
.....	"Heroes of Today"—Parkman.....	7-8

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